The 2011 CIC Institute for Chief Academic Officers and Chief Advancement Officers will bring together for the first time these two senior officers to explore the roles and responsibilities of each other’s work. The 39th annual Institute will take place November 5–8 in St. Petersburg Beach, Florida, under the theme “Partners for Academic Excellence.” The Institute will provide a professional development opportunity for both senior officers and help to dispel the reciprocal myths about academic affairs and the fundraising process.

Sessions and speakers will focus on the challenges and opportunities that academic and advancement officers at independent colleges and universities face as they work together to promote student success at their institutions. (continued on page 6)
Everyone in higher education has surely gotten the message by now that important components of “the public”—state and federal officials, nongovernmental accrediting bodies, and prospective students and their parents—expect every college to be able to cite compelling evidence that students learn a great deal at that institution. The officials who are most eager to make this evidence available believe that students will wish to enroll only in colleges that can demonstrate that their graduates have undergone impressive intellectual growth over four years. The colleges that are most confident that the public is equally eager to receive this information have faith that both the government and accreditors will force low-performing institutions either to improve or to close their doors and will praise (and even reward) colleges that do exceptionally well. However, as any dean of admissions will attest, faith in a rational market goes only so far. Prospective students are not idealized consumers, and political considerations often constrain the regulators from providing zealous protection to the public from shoddy educational practices and limit the ways in which excellent institutional performance can be rewarded.

It’s worth noting that the call for greater accountability is not new. It first emerged nearly 30 years ago and the clamor has continued to grow in volume through both Democratic and Republican administrations and through periods of both growth and decline in the number of high school graduates. One cannot easily blame today’s popular critique of higher education on circumstances that are sudden or on ideological or economic factors that can be shrugged off as variable, cyclical, or beyond colleges’ control.

In fact, most colleges and universities have responded in good faith. To increase enrollments in order to meet a national priority for more college graduates with high-quality degrees, institutions have amplified support services and raised the financial aid that is essential for significant increases in enrollment, especially of students from historically underserved segments of the population. Among CIc’s 600 members, fully one-third can take pride in enrollments that include 30 percent or more first-generation students. Rates of enrollment and graduation of low-income students are higher on average at small and mid-sized private colleges and universities than at large public research universities.

The emphasis on accountability in measuring students’ “learning outcomes” has been easy for private colleges to embrace because the standard measures of graduation rates and cognitive growth do indicate that these colleges typically do better than public four-year colleges—and that is true when comparing all students with similar records of achievement at the time of high school graduation. Enthusiasm for greater accountability has been dampened, however, by the lack of follow-through on the part of state and federal governments. If private colleges do a better job and have the evidence to support those claims, why haven’t state and federal policies been reshaped to acknowledge the cost-effective role of our sector in helping state governments to provide for the education of state residents and in helping the federal government to fulfill national priorities?
The answer to these questions has many parts. First, students do, for better or worse, look at factors other than the statistics on intellectual growth when selecting a college. And second, state governments regard public universities as the providers of other benefits to the state beyond educational opportunities, including employment. Less recognized as part of the answer is a third factor—the recent emergence of “assessment fatigue.” Among even the most earnest of our colleagues as they attempt in good faith to engage the many worthy initiatives in assessment, there is a growing sense of being overwhelmed by too much of a good thing. No college can participate in all the initiatives that are underway—regional accreditors, foundation-supported projects, and campus efforts. When deciding how to assess what students have learned, choices need to be made by each campus.

For more than a decade, CIC has tried to help its member colleges navigate through this array of opportunities by focusing on specific aspects of the general topic at different times. Our first effort in 2001 was to encourage all CIC members to use the National Survey of Student Engagement (NSSE) and to publicize their results. This led to the early annual lists of NSSE users being dominated by CIC members. (NSSE itself backed away from the initial call to publicize results for fear it could discourage adoption of this assessment tool.) CIC’s next effort, now winding down, was to encourage the use—and candid discussion—of the results of some of the available instruments, especially the Collegiate Learning Assessment. A CIC consortium of as many as 57 colleges and universities met annually from 2005 through 2011, thanks to support from the teagle Foundation and Carnegie Corporation of New York, to share and discuss results with an eye to identifying good practices that could improve teaching and learning effectiveness. A report on the CIC/CLA Consortium’s progress was prepared in 2008 (www.cic.edu/publications/books_reports/CLAreport.pdf) and another one will appear later in 2011.

“The emphasis on accountability in measuring students’ ‘learning outcomes’ has been easy for private colleges to embrace because the standard measures of graduation rates and cognitive growth do indicate that these colleges typically do better than public four-year colleges—and that is true when comparing all students with similar records of achievement at the time of high school graduation.”

Along the way, it became clear that certain factors were worthy of closer examination. The leading role of CIC colleges in educating and graduating low-income and first-generation students came into high relief after President Obama articulated his goals for increasing the number of college graduates, and his objectives were echoed by several major foundations. CIC received two large grants from the Walmart Foundation to focus on the role of nonelite smaller private colleges and universities in enrolling and graduating first-generation students; 50 CIC member institutions received generous Walmart re-grants in support of their demonstrably successful work in this arena. Subsequently, the Carnegie Corporation of New York urged CIC to focus on urban institutions’ efforts to graduate low-income and first-generation students. Carnegie’s support of CIC’s “Urban Pathways” project has allowed 29 colleges and universities to learn from one another how best to assess student learning and use the results to improve the education they offer students. Approximately one-third of CIC members institutions are located in metropolitan areas.

Now CIC is poised to probe two additional dimensions of the larger objective. A new Teagle Foundation-supported project on identifying better ways to use evidence to improve aspects of teaching and learning through a workshop that will include teams from 40 colleges will be announced in October 2011. This “Engaging Evidence” project also includes a special seminar on the president’s role in leading curricular and pedagogical change, which will take place at the 2012 Presidents Institute.

In addition, the Lumina Foundation recently asked CIC to be one of only three groups of colleges and universities to test the applicability of the Degree Qualifications Profile (DQP) (see story, page 22), in our case to the circumstances of American independent colleges and universities. (The other two pilot groups are the Western Association of Schools and Colleges (continued on page 30)
The 2012 Presidents Institute will be held January 4–7 at the Marco Island Marriott in Marco Island, Florida, and will feature presentations on the college president's role as chief spokesperson for the distinctive features of one institution, as well as for the advantages of smaller, private, liberal arts colleges and universities in general. Presidents’ opportunities to articulate the case for independent higher education are often hampered by the demands of their day-to-day management responsibilities. Meanwhile, as expectations mount among policymakers and journalists for lower prices, increased access, and narrowly-focused professional training, the risks grow that the public may overlook the core value of a liberal arts education. Emphasis on the central mission of preparing students for successful futures requires effective and articulate presidential leadership.

Speakers and sessions will explore such questions as: How can the proven value of a liberal arts education over a lifetime be presented persuasively? How can presidents articulate the institution's distinctive mission in compelling and nuanced ways? In what ways do the liberal arts foster workforce development and global competitiveness? How can an education grounded in the liberal arts be meaningfully connected to a lifetime of career success, personal fulfillment, and civic engagement?

During the Institute, participants will learn about the practical successes of many college presidents, hear from distinguished plenary speakers, and gain insights from experts who bring fresh perspectives on the higher education enterprise.

Keynote speaker Nannerl O. Keohane, distinguished former president of Duke University and Wellesley College, will issue a call to action rooted in the intrinsic importance of the liberal arts and the importance of presidential commitment to this goal. Keohane is Laurance S. Rockefeller Distinguished Visiting Professor in the Woodrow Wilson School and the Center for Human Values at Princeton University. Noted economist Ronald G. Ehrenberg will outline both the economic challenges and genuine opportunities for independent colleges and universities. Ehrenberg is Irving M. Ives Professor of Industrial and Labor Relations and Economics at Cornell University. White House advisor and founder and president of Interfaith Youth Core, Eboo Patel, will explore ways in which presidents of private colleges and universities can lead their institutions to foster civility, interfaith understanding, and civic engagement.

A special closing plenary session on the “Enduring Role of Independent Colleges in American Higher Education” will feature Charles Currie, SJ, who has just retired after 14 years as president of the Association of Jesuit Colleges and Universities; Marylouise Fennell, RSM, who has served for two decades as senior counsel of the Council of Independent Colleges; and David L. Warren, president of the National Association of Independent Colleges and Universities (NAICU) since 1993.

A range of other presenters, including experienced college presidents and knowledgeable consultants, will offer stimulating and practical sessions on numerous topics—championing first-generation and low-income student success, developing trustees as fundraisers, planning effective board retreats, enhancing the career placement of liberal arts graduates, lessons from the Community College Linkage Project, developing an effective marketing strategy, new digital tools for presidential leadership, the college student gender gap, the president’s role in revising the liberal arts curriculum, and presidential contracts and compensation, among others.

Gordon Winston, Orrin Sage Professor of Political Economy and emeritus director of the Williams Project on the Economics of Higher Education at Williams College (MA), has been selected to receive the 2012 Allen P. Splete Outstanding Service Award.

Special workshops will explore the following topics:

- Navigating the “New Normal”: Where Does the Money Come From? Where Does It Go? What Does It Buy?
- Presidential Leadership for Student Learning and Accountability
- The Future of the Humanities in Independent Higher Education
- Leadership and Liberal Education in a Global Context

In addition, the Institute will include a full Presidential Spouses Program.

Preliminary program and complete registration information is available at www.cic.edu/PresidentsInstitute.
New Presidents Program Focuses on Mentoring and Support

CIC’s long-standing New Presidents Program will again be offered on January 3–4, 2012, at the Marco Island Marriott immediately preceding the annual Presidents Institute (January 4–7). Planners of the 2012 New Presidents Program have completed the list of program presenters and are anticipating 35–50 participants. A parallel program for new spouses will run concurrently with the New Presidents Program.

Being a college or university president requires broad vision, yet a new president typically comes with background in only a few of the many areas of presidential responsibility. Many presidents say they did not fully realize the magnitude of the difference in perspective until they assumed office. The first few months on a new campus can be overwhelming for a new president; missteps at this time can be critical to long-term success. Recognizing these special needs and concerns, the New Presidents Program—the oldest of the many programs to serve chief executives—focuses exclusively on the presidential leadership of small and mid-sized independent colleges and universities. Since 1989, some 675 college presidents have completed the program, which offers opportunities for new presidents and their spouses to meet and exchange ideas with others new to the office. The presenters are experienced presidents, many of whom are alumni of the program.

Joseph G. Burke, who recently retired as president of Keuka College (NY) where he had served since 1997, has been selected to direct the new presidents program, taking over the leadership from Marylouise Fennell, RSM, who coordinated the program for two decades. Program topics are driven by evaluations from the preceding year. “We want to be as responsive as possible to the actual issues facing new presidents,” Burke said. “It is, after all, one thing to recognize the challenges of a presidency in the abstract but quite another to confront them.”

Each president who participates in the New Presidents Program is provided with a seasoned presidential partner who serves in an advisory capacity. “These experienced campus leaders can help new presidents successfully negotiate the perils and pitfalls while capitalizing on the opportunities that the first year represents,” Burke said.

At times, a mentor’s role will be primarily to help the new president reach clarity, said Cynthia Zane, president of Hilbert College (NY). “A president may need only to speak to a mentor by telephone or, conversely, to spend a half-day or entire day talking an issue through, exploring the options and consequences of various courses of action.”

Eureka College (IL) President David Arnold, who not only participated in the program as a new president but has been a presenter said, “The role of a mentor is not to tell a new president what to think. Rather, it is to help focus him or her on what to think about. For example, the mentor might ask, ‘What are your burning issues, and how are you handling them?’ The entire process opens up the give-and-take that enables a new president to consider crucial issues from fresh and more productive perspectives.” Instead of being pressed to make major decisions under time pressure, Arnold added, a president can be helped by a mentor who offers sound advice in an unhurried manner, helping a new president sort through multiple priorities.

“The New Presidents Program was very beneficial because it gave me the opportunity to know and listen to the advice of seasoned presidents. It helped me to begin to establish a network of relationships during the first year,” said Earl Brooks, who became president of Trine University (IN) in 2000.

Subjects typically covered in the program include financial fundamentals, board relations, fundraising, balancing priorities, responding to controversial issues, balancing attention among constituencies, and responding to unexpected situations. “We hope to save new presidents the anxiety of worrying about the wrong things while possibly overlooking major issues that they should be addressing,” Burke said. “A solid sounding board, an independent set of eyes and ears—these advantages of a mentoring program are absolutely indispensable to the long-term effectiveness of a new president. Expectations for new presidents are very high, and the 24/7 nature of the position offers little or no opportunity for learning on the job. The CIC New Presidents Program fills that need. It provides both the ‘need to know’ tools and the counsel that will get that all-important presidential transition off to a running start,” he added.
Help for the chief academic and chief advancement officers in strengthening collaboration may be found in Institute sessions on specific aspects of each other’s roles, the role of trustees in setting academic program goals and fundraising priorities, and grants procurement and management. To explore new perspectives on collaborative ventures, chief academic and chief advancement officers may participate in sessions on strategic planning, models of collaboration between the chief academic and chief advancement officers, and fundraising linked to academic program priorities. Perspectives on professional responsibilities will be addressed in sessions on the chief academic officer’s role in fundraising, faculty members’ involvement in fundraising, and ethical and legal issues. Chief advancement officers will have an opportunity to learn more about faculty governance and academic program development. Both the chief academic and chief advancement officers will have an opportunity to participate in an “open mike” session moderated by a CAO team.

In addition, the Institute will provide opportunities for chief academic and chief advancement officers to share ideas, practical solutions, and candid perspectives with colleagues from across the country in both formal and informal settings.

The program will begin with a keynote address by Michael Gilligan, president of the Henry Luce Foundation. Gilligan is not only a leader among his peers in the foundation world but also has had campus experience as the academic dean of an independent college. He will address the importance of the relationship between the chief academic and chief advancement officer to advancing the case for liberal arts education. He will also discuss how strong collaborative partnerships offer a significant advantage in working with individual donors, foundations, and other supporters, and how these relationships must evolve as the nature of philanthropy is changing, especially with respect to higher education.

Other Institute plenary speakers include: Ernest Pascarella and Patrick Terenzini, distinguished scholars whose research on the factors that lead to students’ success in college is being recognized at this Institute with the CIC Academic Leadership Award; Kevin Crockett, president and CEO of Noel-Levitz, Linda Maguire, vice chair of Maguire Associates, and Michaelita Quinn, president of Executive Management Services, Inc., who will address the challenges and opportunities of enrollment and retention at independent colleges; and Eugene Tobin, senior program officer at the Andrew W. Mellon Foundation and former president of Hamilton College (NY), Nancy Gray, president of Hollins University (VA), and Jake Schrum, president of Southwestern University (TX), who will speak about the role of presidential leadership in working with the senior academic and advancement officers when seeking foundation support for academic programs.

Concurrent sessions at the Institute will also emphasize key issues of collaboration and planning that require the cooperative efforts of the chief academic officer and the chief advancement officer in order to achieve the most effective results, including:

- linking strategic planning with academic priorities and fundraising goals;
- cultivating donors and strengthening relationships with alumni;
- developing and strengthening academic programs through successful collaborations between academic affairs and advancement officers; and
- engaging the board of trustees in support of academic programs and services.

Several workshops will be offered throughout the Institute. The “CIC/Aspen/Wye Seminar on Educational Leadership in a Global Context,” led by David Townsend, director of Wye Programs at the Aspen Institute and tutor at St. John’s College (MD), will use classic texts from the Western tradition together with classic texts from Africa, the Islamic world, India, and the Far East for a collaborative dialogue about the global context of higher education and the roles of CAOs as intellectual leaders.

A “Workshop for New Chief Academic Officers” will be led by experienced CAOs who will address the issues faced by those in their first year in office and a “Workshop for CAOs in their Third or Fourth Year of Service” will explore the key questions chief academic officers should be addressing at this stage in their work. “Budget Fundamentals for CAOs” will help both chief academic and chief advancement officers gain a greater understanding of the budget process and financial statements and reports, and “Fundraising Fundamentals for Chief Academic Officers” will address questions such as: How can the chief academic and chief advancement officer work together to identify opportunities for donors and what are some examples of these funding opportunities?

Registration materials and the preliminary program are available on the CIC website at www.cic.edu/ CAOInstitute.
Foundation Conversation Features New Foundations

CIC’s 23rd annual Conversation between Foundation Officers and College and University Presidents will be held on Thursday, September 29, 2011, at the TIAA-CREF Wharton Auditorium in New York City.

With the theme, “The Future of Foundation Funding for Independent Higher Education,” the 2011 meeting will include several foundation leaders who have not previously participated in this annual event:

- **James M. Gentile**, president, Research Corporation for Science Advancement
- **Lawrence Kutner**, executive director, Jack Kent Cooke Foundation
- **Hilary Pennington**, director of education, postsecondary success, and special initiatives, United States Program, The Bill & Melinda Gates Foundation
- **Rip Rapson**, president and CEO, The Kresge Foundation

This event provides an occasion for CIC college and university presidents from across the nation to engage in candid conversation with these and other senior foundation officers.

The Foundation Conversation will include five distinct sessions, with generous time allotted for discussion as well as informal networking opportunities between sessions. **Richard F. McKeon**, program director of The Leona M. and Harry B. Helmsley Charitable Trust, and **William F.L. Moses**, program director of The Kresge Foundation will join Gentile, Kutner, Pennington, and Rapson to conduct small discussion groups over lunch.

All presenters will discuss why their foundations focus on certain initiatives and not on others, what changes they see coming to philanthropy in general, and the impact of those changes on their foundations. In CIC’s experience, the presidents of colleges and universities are better equipped to guide both academic affairs and development offices in making thoughtful approaches to foundations when they have occasion to think about the hard issues well before a particular grant idea surfaces.

This annual discussion is CIC’s contribution to nurturing those habits of thought at the leadership level.

Participation is limited to 100 CIC presidents. For more information, visit the CIC website at [www.cic.edu/FoundationConversation](http://www.cic.edu/FoundationConversation).

Improving Student Learning Outcomes for Underserved Students Is Focus of Final CIC/CLA Consortium Summer Meeting

Teams from 27 CIC colleges and universities, totaling 76 campus representatives, participated in the 2011 CIC/Collegiate Learning Assessment (CLA) Consortium Summer Meeting, held August 1–2, 2011, in Pittsburgh, Pennsylvania. This marked the seventh, and final, meeting of the Consortium and focused exclusively on CIC’s “Pathways to Educational and Economic Opportunity in Urban Colleges and Universities” project, which has been made possible through generous support from the Carnegie Corporation of New York. Participating institutions are using the CLA and other measures of learning outcomes to improve learning among underserved students, such as first-generation college-goers and those from low-income backgrounds, especially those who attend college in an urban setting.

**Jillian Kinzie**, associate director at the Center for Postsecondary Research and the National Survey of Student Engagement Institute at Indiana University, opened the meeting by providing a compelling portrait of first-generation and low-income students and the particular challenges they face. Drawing on research and her own extensive expertise in the field, Kinzie concluded by detailing effective practices.

Two of the key characteristics of the Consortium summer meetings are the incorporation of interactive sessions for the exchange of promising practices among Consortium members and working sessions for campus teams. Before the meeting, each team was asked to create a poster display that profiled first-generation and low-income students on their campus, highlighting programs at the institution currently serving these students.

Seventy-six campus representatives who participated in the seventh, and final, meeting of the CIC/Collegiate Learning Assessment Consortium in Pittsburgh (PA) in August discussed how to improve student learning outcomes for underserved students.

(continued on page 15)
The CIC/Walmart College Success Awards Conference, “Bridging the Cultural Divides,” took place July 17–19, 2011, in Washington, DC, and brought together representatives from 50 colleges and universities that are recipients of Walmart College Success Awards. During the conference, 30 institutions selected in 2010 and the 20 initial College Success Award recipients (selected in 2008) discussed their projects to assist first-generation college students, what they have learned, and how they might serve as models for other colleges and universities.

A plenary presentation by CIC Board Chair and President of St. Edward’s University (TX), George Martin, opened the conference with the question, “Looking at American Higher Education in the Future through the Prism of the Past: How Can We Better Serve First-Generation, Low-Income Students?” According to Martin, throughout American history the belief that educating the most talented members of society to assume leadership positions has prevailed over the belief that the purpose of education is to offer equal educational opportunities. Few understand that this ideology has been advanced largely at the expense of those perceived to be less talented and therefore less worthy of a high quality education. In recent years, for example, selectivity in enrollment has resulted in a highly stratified system of higher education in which elite institutions have become increasingly selective and legacy enrollments have become essentially affirmative action programs for the wealthy. Toward the end of his presentation, Martin stressed that addressing the inequity in American higher education is urgent and cannot wait for improvements to be made in K-12 schools. CIC institutions, he said, “need to find a way to share the success of the independent sector and to attract more external support, as our institutions serve the underserved and serve them well.”

Alejandro Portes, sociology professor and director of the Center for Migration and Development in the Office of Population Research at Princeton University, addressed “No Margin for Error: Determinants of Achievement among Disadvantaged Children of Immigrants.” Portes and his colleague Patricia Fernandez-Kelly conducted a longitudinal study of the children of immigrants, who comprise one-in-five Americans under age 18, and the social forces affecting their adaptation to American society. According to Portes, the causes of differential assimilation among children of immigrants are explained by three factors: “the human capital that immigrant parents bring with them; the social context that receives them in America; and the composition of the immigrant family.” These children are likely to experience a high degree of assimilation if they are fluent in both their native language and English, are proud of their family origins, have stern parents, and are guided by highly significant others. An important finding for the audience, all of whom work with first-generation college students, is that “organized voluntary programs to assist minority students” and “teachers and counselors who take a direct interest in these students” are important to the success of children of immigrants.

Three sets of concurrent sessions focused on building academic support systems, offering summer programs as bridges between high school and college, working with transfer and adult first-generation students, creating a supportive campus community, mentoring, and developing curricular innovations. Most teams divided themselves among the three concurrent sessions offered in a given time slot, then regrouped during dinner to discuss what each team member had learned.
During breakfast, members of the CIC staff introduced and demonstrated the CIC/Walmart College Success Awards online community website. The site already contains helpful resources, such as reports from all 50 institutions and descriptions of all 50 projects, presentations from both summer meetings, and contact information for all participants. In addition the site can be used for conversations among team members from different institutions, announcements and news, and to share information and materials that institutions have found useful with their programs.

Another set of concurrent sessions featured such topics as assessing success, integrating experiential and classroom learning, and involving families in campus programs. Patrick Terenzini, distinguished professor of education and senior scientist emeritus at the Center for the Study of Higher Education at Pennsylvania State University, discussed “Re-Thinking ‘Inside the Box’: Helping First-Generation Students Find Pathways to Success.”

Terenzini presented a wealth of data on the differences between first-generation and other four-year students upon their arrival at college, the differences in their experiences of college, the differences in college outcomes, the factors that matter most in promoting their success, and the implications of the findings for practice and policy.

He noted that first-generation students are more likely than other students to come from low-income families, be female, be students of color, come from a home where English is a second language, come from small or rural communities, report less encouragement from parents to attend college, and have less knowledge of college costs and application processes. In addition, first-generation students had a less rigorous high school curriculum, weaker preparation in mathematics, lower high school grade point averages, lower scores in critical thinking, and lower levels of confidence in academic skills, math ability, and writing ability. Terenzini also said first-generation students have lower degree aspirations, have been less involved with peers and teachers in high school, expect to take longer to complete their degrees, and consider it important to complete coursework quickly, live at home, and work while enrolled.

In addition, first-generation college students are less likely than other students to spend time studying, be engaged with faculty in research, and communicate with faculty by email or in person, and they are more likely to enroll in a public institution, attend part-time, take remedial courses, and choose business as a major, he said. The good news, however, is that first-generation students who manage to overcome all the obstacles and graduate will be more likely to enroll in a master’s program, be employed in similar status occupations as other students, and earn comparable salaries to their peers.

Terenzini’s research demonstrates that “virtually all student experiences that influence learning involve one or more of these characteristics: entail encounters with challenging ideas and people; require active engagement with those challenges; occur in a supportive environment; emphasize meaningful, real-world activities; and involve relations and interpersonal activities.”

Terenzini closed his address with these pieces of advice:

- Use the characteristics of effective learning experiences as programmatic touchstones.
- Capitalize on out-of-class experiences as a source of significant impact on student development.
- Remember that there are no silver bullets.
- Think systemically and work collaboratively.
- Concentrate your efforts on the first year of college.

In summing up the final gathering for the CIC/Walmart College Success Awards institutional teams, Philip Acree Cavalier, provost and dean of the college at Eureka College (IL), said, “This award has been pivotal in getting our whole campus involved in better understanding first-generation college students and creating greater awareness of the complexities involved in retaining students.”

Keynote speaker Patrick Terenzini presented a wealth of data on the different college experiences of first-generation and other four-year students.
CIC Resumes Presidential Vocation and Institutional Mission Program

Participants in the Presidential Vocation and Institutional Mission program met July 10–13, 2011, in Napa, California, to consider the relationship between a president’s vocation and the mission of the institution she or he serves. Twenty “prospective presidents” and 15 spouses participated in the seminar (see below), marking the renewal of the program begun in 2005 with generous backing from Lilly Endowment Inc.

Drawing upon diverse readings and engaging in discussion with one another and experienced facilitators, participants considered such questions as, “What distinguishes vocation and vocational thinking?” “What role might friendship play in vocational discernment?” and “How might institutional saga help the vocational president?” Participants also worked with program facilitators to develop plans for continuing their explorations in the coming year.

CIC’s Presidential Vocation and Institutional Mission program for prospective presidents is inherently different from other programs for those aspiring to the presidency. Rather than addressing the “nuts and bolts” of the presidential search process or developing particular sets of skills, the program is intentionally reflective, exploring the ways in which a greater understanding of the alignment of personal vocation and institutional mission can be a resource for effective presidential leadership. The program consists of a four-day summer seminar, a series of consultations between program participants and facilitators during and between seminars, and a follow-up two-day winter seminar.

On the final day of the July seminar, participants reflected on what they had learned over the four days and indicated their plans for incorporating learning from the program into their work. David A. King, provost of Eastern University (PA), who participated with his spouse, Winnie, said, “The last couple of days have deepened and broadened our mutual sense of calling.” Daniel May, vice president for academic affairs at The University of Findlay (OH) said, “I will carry this back to my campus and share some of the readings with my faculty colleagues.” Other participants stated that the seminar helped them think with greater clarity about their aspirations for the presidency and the type of institution that would be best suited for their talents and experiences.

The program is directed by William V. Frame, president emeritus of Augsburg College (MN) and CIC senior advisor. Other facilitators are presidents Margaret Carney, OSF, St. Bonaventure University (NY) and Frederik Ohles, Nebraska Wesleyan University, along with Joel Cunningham, vice chancellor emeritus, Sewanee: The University of the South (TN) and former presidential spouses Trudy Cunningham and Anne L. Frame.

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### 2011–2012 PRESIDENTIAL VOCATION AND INSTITUTIONAL MISSION PROGRAM PARTICIPANTS

**Avila University** (MO)
Sue King, Vice President for Information Services and Vice Provost

**Barton College** (NC)
Kelly M. Thompson, Vice President for External Relations
Clarke H.P. Schneider, Spouse

**Bloomfield College** (NJ)
Marion Terenzio, Vice President for Academic Affairs and Dean of the Faculty

**Central Methodist University** (MO)
Rita J. Gulstad, Vice President and Dean of the Faculty

**College of Saint Elizabeth** (NJ)
James S. Drugos, Jr., Vice President and Dean for Academic Affairs
Melissa M. Jones, Spouse

**East Texas Baptist University** (TX)
Sheryllyn Emberton, Provost and Vice President for Academic Affairs

**Eastern University** (PA)
David A. King, Provost
Winnie King, Spouse

**Elizabethtown College** (PA)
Susan Traverso, Provost and Senior Vice President
Kent Taylor, Spouse

**Elms College** (MA)
Walter C. Breau, Vice President for Academic Affairs
Elizabeth L. Eriksson, Spouse

**Holy Names University** (CA)
Lizbeth Martin, Vice President for Academic Affairs and Dean of Faculty

**Mercyhurst College** (PA)
David Livingston, Vice President for Advancement
Joan Livingston, Spouse

**Mount St. Mary’s University** (MD)
David B. Rehm, Provost and Professor of Philosophy
Nancy J. Rehm, Spouse

**Queens University of Charlotte** (NC)
Brian Ralph, Vice President for Enrollment Management
Kristen Ralph, Spouse

**Shaw University** (NC)
Jeffrey A. Smith, Vice President for Student Affairs and Administration
Mildred Smith, Spouse

**Simpson College** (IA)
Steven J. Griffith, Senior Vice President and Academic Dean
Danette M. Griffith, Spouse

**St. John’s College** (NM)
Victoria Mora, Dean
Tomas Fernandez, Spouse

**The University of Findlay** (OH)
Daniel May, Vice President for Academic Affairs
Cheryl Cape, Spouse

**Wesleyan College** (GA)
Vivia L. Fowler, Dean of the College
Richard S. Fowler, Spouse

**Wilmington College** (OH)
James M. Reynolds, Vice President for Academic Affairs and Dean of Faculty
Susann Reynolds, Spouse

**Woodbury University** (CA)
Don E. St. Clair, Vice President for Marketing
Janet McIntyre, Spouse
To date, nearly 50 presidents and 80 senior administrators, along with their spouses, have participated in parallel programs for current and prospective presidents. Sixteen of the senior administrators have since been selected as college presidents. Future seminars for prospective presidents will be held in 2012–2013 and 2014–2015 and for presidents in 2013–2014. For additional information visit www.cic.edu/VocationMission.

25th Annual College Media Conference Is Largest in History

The 2011 College Media Conference, held June 29–July 1 at the Fairmont Hotel in Washington, DC (the first time in the nation’s capital), drew a record participation of 270 campus communications officers and national reporters, editors, and producers. Participants came from 36 states and Ontario, Canada (with the largest numbers coming from New York, Massachusetts, Pennsylvania, and California). Nearly two-thirds of the 219 campus participants were first-time attendees. This national conference, with the theme of “Celebrating 25 Years of Connecting Campus and Media,” was co-hosted by CIC and the American Association of State Colleges and Universities (AASCU).

Participant Ben Marvin, director of media relations at The College of Saint Rose (NY) said, “Despite the advent of social media, the national media still offer ‘holy grails’ to which we aspire. The opportunity for some face time with the top-level editors, producers, and reporters is worth its weight in gold.”

Representatives of the New York Times, Wall Street Journal, Washington Post, National Public Radio, ABC’s World News with Diane Sawyer, CBS’ The Early Show, NBC’s Today Show, U.S. News & World Report, USA Today, CNN, Associated Press, The Chronicle of Higher Education, Inside Higher Ed, The Daily Beast, Slate, and The Hechinger Report spoke at the conference. Panelists explained how college and university communications/media officers can interact effectively with them as they report on higher education issues. Most of the reporters and editors stayed after their sessions to chat with participants. This opportunity to meet and pitch story ideas to the journalists was noted by participants as the chief benefit of the conference.

Other major benefits cited by participants include the sharing of best practices and approaches to publicizing campus activities and pitching stories to the media, as well as networking with college and university public relations professionals from public and private, large and small colleges and universities nationwide. “It was a great opportunity to meet colleagues and listen to other war stories, challenges, and solutions,” said Mark Miller, associate director of marketing and communications of Drury University (MO).

The preconference workshop on “Mastering the Maze of Social Media” was described by Jennifer Donovan, director of public relations for Michigan Technological University, as providing “very useful, fresh information” and by Barb Stedman, director of media relations at Coker College (SC) as “an excellent prelude to an extraordinary conference, offering practical advice coupled with the fun of getting together with valued colleagues.”

Several special events and activities marked the quarter-century anniversary of the conference, including an evening at the National Press Club featuring a reception and program titled “The Future of Journalism in the Digital Age” sponsored by The Chronicle of Higher Education. Chronicle editor Jeff Selingo moderated the panel discussion that included Vivian Schiller, chief digital officer at NBC News and former CEO of National Public Radio; Jim Brady, head of the Thunderdome Project at the Journal Register Company; and Judy Phair, president of PhairAdvantage Communications.

About 80 participants visited various media organizations including National Public Radio, C-SPAN, Inside Higher Ed, and The Chronicle of Higher Education (the latter two hosted in-depth breakfast discussions, each with several reporters and editors). More than 40 participants toured the Newseum as a post-conference activity, and dozens took advantage of the Independence Day holiday weekend and stayed extra nights to tour the nation’s capital.

The 2012 College Media Conference will again be held at the Fairmont Hotel in Washington, DC, on June 27–29.
Twenty faculty members from CIC member institutions relished the opportunity this spring to delve deeply into the Renaissance and Baroque art collections of the High Museum of Art in Atlanta, Georgia. They participated in the second of three annual week-long summer seminars on “Teaching Pre-modern European Art in Context,” made possible through the generous support of the Samuel H. Kress Foundation. The 2011 seminar on “Living with Art in Renaissance and Baroque Europe (c. 1300–1700),” which took place June 19–24 at the High Museum, was led by Gary M. Radke, Dean’s Professor of Humanities at Syracuse University and consulting curator of Italian art at the High.

Designed for faculty members at institutions without large campus museums or proximity to major art museums and who are responsible for teaching art history, the seminar offered opportunities to reconnect museum objects with their original form and function by considering them with a period eye in the museum as well as in the context of a local church. “This close interaction with works is something I intend to use more in my teaching of art history, both in the classroom and at museums. It allows us to experience the art more directly, and to understand the life and times it represents,” said participant Mark Merline, associate professor of art at Marian University (WI).

Participants during the week also explored strategies for teaching art history and discussed museum conservancy, toured the Atlanta Art Conservation Center, and took a day trip to the Georgia Museum of Art in Athens to view its collection of related Kress Renaissance and Baroque works. As Sarahh Scher, assistant professor of art at Upper Iowa University noted, “Many of the art historians who participated, myself included, are the only art history teachers at their respective colleges, so it was really beneficial to exchange ideas, tools, and methods over the course of the week.”

One additional seminar in this series will take place at the Allen Memorial Art Museum at Oberlin College (OH) in 2012. The announcement for the seminar and call for nominations will be made in the fall.

### PARTICIPANTS IN TEACHING PRE-MODERN EUROPEAN ART IN CONTEXT

**Living with Art in Renaissance and Baroque Europe (c. 1300–1700)**

- Amy Bosworth, Assistant Professor of History, Muskingum University (OH)
- Susan Brangers, Assistant Professor of Art, Marywood University (PA)
- Dominic Colonna, Professor of Theology, Lewis University (IL)
- Thomas Copeland, Associate Professor of History, Political Science, and Sociology, Geneva College (PA)
- Sharon Cox, Associate Professor of Art, Jamestown College (ND)
- Juilee Decker, Associate Professor of Art, Georgetown College (KY)
- Robert Dickson, Associate Professor of Fine Arts, Wilson College (PA)
- Jennifer Germann, Assistant Professor of Art History, Ithaca College (NY)
- Kathryn Hagy, Associate Professor of Communications, Mount Mercy University (IA)
- James Harris, Professor of Art, Schreiner University (TX)
- John Lambertson, Professor of Art, Washington & Jefferson College (PA)
- Inez McDermott, Associate Professor of Art History, New England College (NH)
- Mark Merline, Associate Professor of Art, Marian University (WI)
- Diane Mockridge, Professor of History, Ripon College (WI)
- Sarahh Scher, Assistant Professor of Art, Upper Iowa University
- Madison Sowell, Professor of Humanities, Southern Virginia University
- Heidi Strobel, Associate Professor of Art History, University of Evansville (IN)
- Evie Terrono, Associate Professor of Arts, Randolph-Macon College (VA)
- Maureen Vissat, Assistant Professor of Art, Seton Hill University (PA)
- Dawn Ward, Professor of Design, Becker College (MA)
Lyric Poetry is Focus of Faculty Seminar

Lyric poetry—and how to make it more accessible to undergraduate students—was the theme of the sixth annual seminar on “Ancient Greece in the Modern College Classroom” cosponsored by the Center for Hellenic Studies and the Council of Independent Colleges. The August 9–13, 2011, seminar was held at the Center’s campus in Washington, DC, with generous support from the Gladys Krieble Delmas Foundation. Eighteen full-time CIC faculty members were selected to participate from nearly 60 nominations.

The Center’s director, Gregory Nagy, who is also Francis Jones Professor of Classical Greek Literature and professor of comparative literature at Harvard University, and Kenneth Scott Morrell, associate professor of Greek and Roman studies at Rhodes College (TN), led the seminar.

Designed primarily for faculty members who have not had formal training in ancient Greek literature, the seminar explored the contextual differences between epic and lyric poetry as well as the relationship between the production of poetry and the displays of power and influence among prominent families who dominated the political landscape of the sixth and fifth centuries BCE. In addition, participants discussed the complex of traditional narratives and oral traditions that gave rise to the poems, examined some of the parallels in other ancient cultures, learned about the historical and archaeological contexts of the poems, and traced some of the images and elements of the poems in later poetic traditions, especially those in the Roman world.

Participants offered a variety of strategies they’ve used to incorporate the materials in a wide range of curricula. Assistant professor of political science at Goucher College (MD), Rachel Templer, shared the feelings of many of the participants when she said, “It was wonderful to feel like a student again. The seminar reproduced the kind of intense and focused intellectual stimulation we enjoyed in graduate school. As well as giving us all a great introduction to material that might be used in our courses, the seminar week was really energizing for everyone I talked to and many people were inspired to start working on new ideas during the week.”

The Center for Hellenic Studies is a world-class research institute affiliated with Harvard University. Since its founding in 1962 as an “educational center…designed to re-discover the humanism of the Hellenic Greeks,” the Center has brought together people and resources in a variety of contexts to support the study of Hellenic Civilization.

PARTICIPANTS IN ANCIENT GREECE IN THE MODERN COLLEGE CLASSROOM 2011 SEMINAR

Stephen Barnes
Assistant Professor of English
Shorter University (GA)

Al Benthall
Assistant Professor of English
Belmont Abbey College (NC)

Guillermo Bleichmar
Tutor
St. John’s College (NM)

Justin Brent
Associate Professor of English
Presbyterian College (SC)

Mary Dockray-Miller
Professor of Humanities
Lesley University (MA)

Delbert Doughty
Professor of English
Huntington University (IN)

Hannah Freeman
Assistant Professor of English
University of Pikeville (KY)

Abby Gambrel
Assistant Professor of English
Cardinal Stritch University (WI)

Heather Gruber
Assistant Professor of Classical Studies
Concordia College (MN)

Hayden Head
Professor of English
College of the Ozarks (MO)

Rick Incorvati
Associate Professor of English
Wittenberg University (OH)

Edison Jennings
Associate Professor of English
Virginia Intermont College

Anne Lockwood
Professor of English
Limestone College (SC)

Karen Rosenbecker
Assistant Professor of Languages and Cultures
Loyola University New Orleans (LA)

Frederick Smock
Associate Professor of English
Bellarmine University (KY)

Michael Theune
Associate Professor of English
Illinois Wesleyan University

Rachel Templer
Assistant Professor of Political Science
Goucher College (MD)
For the fourth consecutive summer, CiC and the Gilder Lehrman Institute of American History together with the United Negro College Fund cosponsored the highly popular “Slave Narratives” seminar for full-time faculty members in history, English, and related fields. The seminar was held June 12–15, 2011, at Yale University in New Haven, Connecticut, and was once again led by David W. Blight, Class of 1954 Professor of American History at Yale. Interest far exceeded capacity, and 24 participants were selected from more than 70 nominations.

The seminar began with a consideration and discussion of the place of slavery and Abolition in American history and culture as well as the voice of the slave and the emergence of slave narratives in the Abolitionist movement that led into a close study of Life of William Grimes, the Runaway Slave. The seminar also focused on ways of reading and teaching Frederick Douglass’ narrative as well as Harriet Jacob’s Incidents in the Life of a Slave Girl, Written by Herself. The seminar concluded with a review of the genre of post-emancipation narratives, including narratives from Professor Blight’s recent book, A Slave No More: Two Men Who Escaped to Freedom, Including their Narratives of Emancipation.

Blight is the author of several other books including Race and Reunion: The Civil War in American Memory, for which he won the 2001 Frederick Douglass Prize and the 2002 Bancroft and Lincoln Prizes; Beyond the Battlefield: Race, Memory and the Civil War, Frederick Douglass’ Civil War: Keeping Faith in Jubilee; and the edited volumes, When This Cruel War Is Over: The Civil War Letters of Charles Harvey Brewster, Narrative of the Life of Frederick Douglass, and The Souls of Black Folk, by W.E.B. Du Bois.

2011 SLAVE NARRATIVES SEMINAR PARTICIPANTS

- Francine Allen, Assistant Professor of English, Morehouse College (GA)
- Darien Andreu, Associate Professor of English, Flagler College (FL)
- John Ayabe, Assistant Professor of History, Simpson University (CA)
- George Baily, Associate Professor of English, Columbia College Chicago (IL)
- Patrick Bass, Professor of History, Morningside College (IA)
- Joan Crouse, Professor of History, Hilbert College (NY)
- Lisa Crutchfield, Assistant Professor of History, LaGrange College (GA)
- Euirie Dahn, Assistant Professor of English, The College of Saint Rose (NY)
- Michelle DeRose, Professor of English, Aquinas College (MI)
- Michael Drexler, Associate Professor of English, Bucknell University (PA)
- Deirdre Egan, Assistant Professor of English, St. Norbert College (WI)
- Scott Gac, Assistant Professor of History, Trinity College (CT)
- Joyce Hope Scott, Associate Professor of American Studies, Wheelock College (MA)
- Katharine Ings, Associate Professor of English, Manchester College (IN)
- Gregory Kaster, Professor of History, Gustavus Adolphus College (MN)
- Timothy Lehman, Professor of History, Rocky Mountain College (MT)
- Andrew Leiter, Associate Professor of English and American Studies, Lycoming College (PA)
- Sheila Lloyd, Assistant Professor of English, University of Redlands (CA)
- Emerson Powery, Professor of Biblical and Religious Studies, Messiah College (PA)
- Autumn Quezada-Grant, Assistant Professor of History, Roger Williams University (RI)
- Sonia Rey-Montego de Cesteros, Assistant Professor of Modern and Classical Languages, University of St. Thomas (MN)
- Vivien Sandlund, Associate Professor of History, Hiram College (OH)
- Beth Vanlandingham, Associate Professor of History, Carson-Newman College (TN)
- Novian Whittsitt, Associate Professor of Africana Studies and English, Luther College (IA)
students’ needs, new programs or services being considered, and goals and desired student learning outcomes for this population for the 2011–2012 academic year. Participants had the opportunity to review and comment on each other’s posters and learn about new ideas they might want to incorporate into their own programs. A number of participants stated that the exercise of developing the poster itself helped them see much more clearly what the needs were and where more effort needed to be applied.

Workshops led by Marc Chun, director of CLA Education; Esther Hong Delaney, CIC senior advisor to the Pathways Project; and Jillian Kinzie were designed to demonstrate how participants could use their own institution’s qualitative and quantitative data to develop effective action plans to improve student learning. Panel sessions led by faculty members and administrators from Barton College (NC), Bellarmine University (KY), Carlow University (PA), Indiana Wesleyan University, Misericordia University (PA), and Trinity Christian College (IL) provided compelling illustrations of effective practices to assist underserved students in and outside the classroom. The workshops and panel sessions—together with the opening plenary, the poster session, and informal discussions with colleagues—helped institutional teams to develop action plans for the upcoming academic year that would focus on improving student learning outcomes.

Barbara Gombach, project manager in education at the Carnegie Corporation of New York, which is commemorating its centennial, provided participants with a presentation of the foundation’s historic philanthropic initiatives for higher education, with an emphasis on Carnegie’s assistance to many CIC institutions dating from the early 20th century.

For more information about CIC’s “Pathways to Educational and Economic Opportunity in Urban Colleges and Universities” project, visit www.cic.edu/CLA.

Conference for State Fund Members Described as “High Energy”

The 2011 Annual Conference for CIC State Fund Members, held May 1–3 in Chicago, was “a truly remarkable conference with high energy and a program featuring top speakers and discussion sessions,” said Doug Penner, president of the Kansas Independent College Fund. “We covered a wide range of issues affecting independent colleges across the nation, as well as best practices related to operations, programs, and fundraising of the State Fund Members.”

The conference focused on best practices and successful programs in the national network of State Funds to help the state executives who run these associations to raise money on behalf of their states’ private colleges and universities. In addition to a wide range of presentations on topics such as scholarship fundraising, programs to benefit job/career connections for students, and the public relations impact of “professor of the Year” awards, the program featured:

• A keynote address by James Douthat, president of Lycoming College (PA), outlining the financial factors affecting many small and mid-sized independent institutions;
• A roundtable discussion session in which state executives engaged Douthat and Jack Ohle, president of Gustavus Adolphus College (MN), on the subject of how State Funds can be even more helpful to member colleges in both financial and program development;
• A joint presentation by corporate officers of Verizon and Motorola on the grant programs offered by their respective company foundations;
• A presentation by Nancy Hensel, national executive of the Council on Undergraduate Research, on the growing role of undergraduate research in the academic life of independent colleges;
• A program on “Making the Case” to the public on the value and impact of the independent college sector led by John B. Wilson, president, Independent College Fund of New Jersey; and
• An informative overview of “The State of the U.S. Economy” provided by Asha Bangalore, senior economist, Northern Trust Bank.

The Awards Banquet, held in the Signature Room on the 95th floor of the John Hancock Building with its stunning views of Chicago and Lake Michigan, featured Lynn Osmond, president of the Chicago Architecture Foundation, who gave a spirited aerial tour of Chicago architecture by pointing out landmarks below.

Awards presented during the Banquet included the Charles W.L. Foreman Award for Innovation in Independent Higher Education presented to Brian Mitchell, former president of Bucknell University (PA), Washington & Jefferson College (PA), and the Association of Independent Colleges and Universities of Pennsylvania. The CIC/FIHE Outstanding Service Award was presented to Bill Abe, a member of the Foundation for Independent Higher Education’s (FIHE) board of directors for 17 years and long-time chair of the FIHE finance committee. FIHE merged into CIC in October 2010.
CIC Expands Leadership Development Programs

CIC will significantly strengthen and expand its leadership development activities with a new grant of $300,000 from the Henry Luce Foundation.

In announcing the grant, CIC President Richard Ekman said, “We are delighted that the Luce Foundation recognizes the need for more leadership development opportunities for the nation’s college and university leaders and that Luce is placing its confidence in CIC to develop programs to meet that need. There are alarming indications that traditional pathways to senior leadership positions in higher education are less well populated than they once were. At the same time, a large proportion of people now in senior leadership positions on campus are rapidly nearing retirement. Thus, the need to prepare future leaders of colleges and universities has never been greater.” Ekman added, “This grant from the Luce Foundation will make it possible to create, expand, and deepen several CIC leadership development programs, will magnify the impact of those programs, and will enable us to serve many more potential leaders.”

In addition to developing its own programs over the past few years, CIC has worked with other organizations—including the Aspen Institute, American Association of State Colleges and Universities (AASCU), and especially the American Academic Leadership Institute (AALI) and Academic Search, Inc.—to develop and pilot several new programs focused on the “leadership pipeline” and that address the leadership needs of new and continuing academic department and division chairs, mid-level administrators, new and continuing chief academic officers, vice presidents interested in becoming presidents, and new and continuing presidents.

The Luce Foundation grant will enable CIC to expand the following programs over three years, through 2015:

**Senior Leadership Academy**—This year-long Academy is for mid-level administrators in higher education who aspire to senior leadership positions in independent colleges or universities. The purpose of the Academy is to prepare prospective leaders to assume positions as the chief officers in any division—including academic affairs, student affairs, finance, enrollment management, and advancement—in independent higher education. The program consists of seminars, readings and case studies on college and university leadership, experiential activities developed by the participant, and mentoring by the nominator and the program director, Ann Die Hasselmo, president of AALI and president emerita, Hendrix College (AR). Building on the support provided by AALI and Academic Search, Inc., Luce funds will enable CIC to offer the program to a group of up-and-coming campus leaders each year for three years beginning in 2012.

**Executive Leadership Academy**—This program helps prepare provosts and vice presidents to serve as effective college presidents. It was offered for the first time in 2009–2010 for provosts only. The year-long program focuses on aspects of institutional leadership that are often outside the vice presidents’ purview and experience. (See story, page 17.) The Luce grant will support such activities for each of three years.

**Colloquium on Leadership for Chief Academic Officers:**

Classic and Contemporary Readings—Offered for the first time in July 2010 and cosponsored by AALI, this week-long seminar was moderated by John Churchill, secretary of the Phi Beta Kappa Society, and combined text-based discussion with pragmatic considerations of leadership issues. Sixty CAOs applied, 25 were selected, and 23 participated in this seminar. With Luce funding, Colloquia will be offered twice during the three-year grant period.
AALI Launches Executive Leadership Academy with CIC As Partner

Lengthening its roster of leadership development programs, CIC partnered with the American Academic Leadership Institute (AALI) and the American Association of State Colleges and Universities (AASCU) to launch the Executive Leadership Academy (ELA) this spring, a year-long program to enhance the skills of vice presidents or cabinet officers for roles as presidents. Several factors are calling into question whether new leaders will be available to fill future presidencies in higher education: the aging of the current generation of presidents; reports by search consultants who indicate that presidential pools are becoming smaller; the growing complexity of the president’s role; the difficulties experienced by excellent candidates who come to presidential searches without some of the experiences needed by sitting presidents; and the reluctance of boards to select candidates without substantive and demonstrated experience in the full complement of the responsibilities of the presidency.

The ELA is directed by AALI President Ann Die Hasselmo. The program consists of 1) two two-day seminars in Washington, DC (August 2–4, 2011, and late spring, 2012) conducted by current and former presidents and vice presidents; 2) readings concerning presidential leadership; 3) a professional Experiential Plan (EP) developed by the participant and his or her president to be undertaken on the home or another conveniently located campus as the participant engages in activities relevant to the presidency; 4) mentorship by the participant’s president and the program director; and 5) bi-monthly conference calls among the participant, mentor, and program director. Upon completion of the program, participants will have added considerable knowledge, skills, and experiences to their curriculum vitae that are germane to the portfolio of responsibilities and activities central to the work of the president.

It is a given that the roles of presidents have changed significantly in recent years; that the role of institutional fit is critical; and that institutional type affects the role of the president. The president’s role now requires expertise in everything from enrollment to endowment management and from governmental to alumni relations. Therefore, the Academy includes a substantive focus on fundraising, athletics, marketing, student affairs, strategic planning, financial management, and other topics not generally in the portfolio of vice presidents. Candidates with the knowledge of and experience in the broader responsibilities of the presidency will be seen as better qualified to boards of trustees and search committees and better able to assume leadership quickly in making a positive impact on the institution.

The first seminar of the ELA was held August 2–3 in Arlington, Virginia. The introductory session featured participants in the pilot program held in 2010. Michael B. Sperling, provost and vice president for academic affairs at Mercy College (NY); Ed Ericson, III, vice president for academic affairs at John Brown University (AR); Bryon L. Grigsby, senior vice president and vice president for academic affairs at Shenandoah University (VA); Sandra J. Jordan, provost and vice president for academic affairs at Georgia College and State University; and Emile (Mel) C. Netzhammer, II, provost and vice president for academic affairs at Keene State College, shared their retrospective advice on how best to use the year to prepare for a presidency. Ericson and Jordan then led a working session on constructing an Experiential Plan (EP), followed by a session on working effectively with one’s president serving as a mentor, led by Grigsby and Netzhammer. During dinner, working groups collaborated to create different EPs for each person at the table.

The next morning opened with Gladys Styles Johnston, director of AASCU’s Minority Leadership Institute and chancellor emerita of the University of Nebraska Kearney, and Walter D. Chambers, chair of the AALI board and former board member of Lincoln University and of the College of New Jersey, who gave well-informed advice about what aspiring presidents should know about working with boards and systems. Troy D. Paino, the new president of Truman State University, followed with his fascinating saga about how he was appointed president as an internal candidate a year ago and what has happened since he hit the ground running at full speed. Not to be outdone, Lendley (Lynn) C. Black, chancellor of the University of Minnesota Duluth, then gave his account of assuming a chancellorship as an external candidate and what he learned during his first year.

During lunch on the second day, Michael Fiorentino, Jr., president of Lock Haven University, joined with Black, Ericson, Netzhammer, and Paino to offer views from the trenches on searching for a presidency. Following lunch, Fiorentino discussed preparing for, implementing, and living through his transition to the presidency. Next, a panel of participants in the pilot program

(continued on page 18)
described the kinds of activities and initiatives that might be appropriate for experiential plans and they then served as roaming mentors as small groups continued to work on their EPs.

Hasselmo used the final morning to present what she learned from many years serving as managing director of Academic Search, Inc. about the do’s and don’ts of participating in a search for a presidency. Molly Easo Smith, former president of Manhattanville College (NY) closed the program with a perspective on how best to prepare for a presidency and the surprises one inevitably finds upon arrival as a new president.

### CIC Participants in 2011–2012 Executive Leadership Academy

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<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Institution</th>
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<tbody>
<tr>
<td>Makola M. Abdullah</td>
<td>Provost and Vice President for Academic Affairs</td>
<td>Florida Memorial University</td>
</tr>
<tr>
<td>Mary Bornheimer</td>
<td>Vice President for Research, Planning, and Technology</td>
<td>McKendree University (IL)</td>
</tr>
<tr>
<td>Charlotte Borst</td>
<td>Vice President for Academic Affairs and Dean of Faculty</td>
<td>Whittier College (CA)</td>
</tr>
<tr>
<td>Gregg Chenoweth</td>
<td>Vice President for Academic Affairs</td>
<td>Olivet Nazarene University (IL)</td>
</tr>
<tr>
<td>Ronald Chesbrough</td>
<td>Vice President for Student Affairs</td>
<td>Hastings College (NE)</td>
</tr>
<tr>
<td>John Comerford</td>
<td>Vice President for Institutional Advancement</td>
<td>Westminster College (MO)</td>
</tr>
<tr>
<td>Darin E. Fields</td>
<td>Vice President for Academic Affairs and Dean of Faculty</td>
<td>Bethany College (WV)</td>
</tr>
<tr>
<td>David R. Finley</td>
<td>Vice President for Academic Affairs</td>
<td>Trine University (IN)</td>
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<tr>
<td>Scott Flanagan</td>
<td>Executive Vice President</td>
<td>Edgewood College (WI)</td>
</tr>
<tr>
<td>Chad Jolly</td>
<td>Vice President for Institutional Advancement</td>
<td>William Jewell College (MO)</td>
</tr>
<tr>
<td>Laurie Joyner</td>
<td>Vice President for Planning and Dean of the College</td>
<td>Rollins College (FL)</td>
</tr>
<tr>
<td>Lucas Lamadrid</td>
<td>Vice President of Enrollment Management and Student Affairs</td>
<td>Belmont Abbey College (NC)</td>
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<tr>
<td>Earl F. Martin</td>
<td>Executive Vice President</td>
<td>Gonzaga University (WA)</td>
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<tr>
<td>John M. McArthur</td>
<td>Provost</td>
<td>Cameron University (OK)</td>
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<tr>
<td>David Persky</td>
<td>Assistant to the President</td>
<td>Saint Leo University (FL)</td>
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<tr>
<td>Christine Plunkett</td>
<td>Vice President of Administration and Finance</td>
<td>Burlington College (VT)</td>
</tr>
<tr>
<td>Stephen Pugliese</td>
<td>Vice President for Student Development and Engagement</td>
<td>Immaculata University (PA)</td>
</tr>
<tr>
<td>Marc M. Roy</td>
<td>Provost</td>
<td>Goucher College (MD)</td>
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<tr>
<td>Jill F. Russell</td>
<td>Executive Vice President</td>
<td>Springfield College (MA)</td>
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<tr>
<td>Glenn Sharfman</td>
<td>Vice President and Dean for Academic Affairs</td>
<td>Manchester College (IN)</td>
</tr>
<tr>
<td>Kenneth Wetstein</td>
<td>Vice President for Student Engagement and Dean of Students</td>
<td>Defiance College (OH)</td>
</tr>
<tr>
<td>Marylou Yam</td>
<td>Provost and Vice President for Academic Affairs</td>
<td>Saint Peter’s College (NJ)</td>
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Senior Leadership Academy Participants Complete Year-Long Program

Following an intensive year-long program to prepare for leadership positions in the nation’s private colleges and universities, the 41 participants in the first cohort of the CIC Senior Leadership Academy (SLA) greeted one another enthusiastically as they met for the closing seminar on June 8–10, 2011, in Arlington, Virginia. Ann Die Hasselmo, director of the Academy and president of the American Academic Leadership Institute (AALI), moderated the discussion.

In his opening remarks, CIC President Richard Ekman said, “Strengthening the leadership of independent colleges and universities is one of the principal missions of CIC, and the Senior Leadership Academy builds on CIC’s other leadership development programs.” The SLA prepares individuals for positions as the chief officers in their respective divisions—academic affairs, student affairs, finance, enrollment management, and advancement—in independent higher education, and also helps participants gain a better understanding of the broader context within which their own institutions operate and develop a perspective beyond their current position, department, division, and institution.

The Academy is a year-long program consisting of several components, including:

- a fall seminar held in conjunction with the CIC Institute for Chief Academic Officers;
- a series of readings and case studies on college and university leadership;
- frequent experiential activities developed by the participant, approved by the nominator-mentor, and undertaken on the home campus or another conveniently located campus;
- mentorship by both the nominator and the director of the Academy as the participant engages in activities designed to prepare him or her for a senior administrative position throughout the year, including bimonthly conference calls; and
- the closing seminar.

Following the opening luncheon, Frederick H. Finks, president of Ashland University (OH), talked with participants about “Servant Leadership” and Thomas R. Kepple, Jr., president of Juniata College (PA), shared his thoughts and experiences on “Building a Presidential Team.” Participants then formed working groups to review each other’s mock cover letters and curriculum vitae in preparation for real searches in the future. Todd Hutton, president of Utica College (NY), presented a pre-dinner talk on “What Aspiring Provosts and Vice Presidents Should Know from a President’s Perspective; Care and Feeding of Trustees and Other Sundry Expectations.” That conversation continued over dinner as new working groups used what they had learned to review and discuss their experiential plans and what steps they will take next to advance their careers.

The next day featured a panel of advancement officers who presented “An Advancement Primer for Cabinet Officers.” Shannon Duvall, associate president for development at Albion College (MI); Henry M. Goodgame, Jr., director of alumni relations and alumni giving at Morehouse College (GA); Craig Harris, director of development at Hilbert College (NY); and Margaret Pomfret, associate vice president for institutional advancement and campaigns at Ashland University (OH) helped demystify the world of fundraising for participants in other divisions. They were followed by Richard R. Heiser, professor and chair of history at Presbyterian College (SC) and his mentor, John V. Griffith, president of Presbyterian College, who shared their experience in a session on “Living Your Career Path.”

Over lunch, four Academy participants candidly described recent experiences in searches for new positions. Lisa N. Gentile, associate professor and chair of the chemistry department at the University of Richmond (VA); Woodrow B. Hood, dean of performing arts at Catawba College (NC) (now associate professor of theatre and communication at Wake Forest University); Amy Jessen-Marshall, interim provost of Otterbein University (OH) (now vice president for academic affairs and dean of the faculty at Sweet Briar College (VA)); and Lily McNair, associate vice president of research and professor of psychology at Spelman College (GA) (and now provost of Wagner College (NY)) helped their Academy colleagues prepare for the search process.

Julie L. Ramsey, long-term vice president for college life and dean of students at Gettysburg College (PA), addressed “The Culture of the Cabinet and Campus Culture: Similarities and Differences and How to Assess Personal Fit.” Following a rousing

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discussion, Rockwell F. Jones, president of Ohio Wesleyan University, shared his fascinating saga, “Four Jobs in Six Years: Aimless Wandering or Preparation for the Presidency?” Ramsey then gathered her Gettysburg colleagues, Janet Morgan Riggs, president; Robert J. Kallin, vice president for development, alumni, and parent relations; Daniel T. Konstadil, vice president for finance and administration; Rodney S. Tosten, vice president for information technology, and Christopher J. Zappe, provost, for “A Conversation with a Working Cabinet.”

Over dinner, working groups discussed “Dealing with the Complex Issues of Institutional Leadership and Decision-Making.” And on Friday morning, participant Anne Oberman, controller of the College of Saint Benedict (MN), gave her colleagues a primer on “What Every Cabinet Officer Should Know about the Budget.” The remaining time was spent in intense conversation with director Hasselmo on searching for a cabinet-level position, assessing the year-long experience, and planning for the future. Hasselmo said “participants left the seminar with regrets that the Academy was over but also with hopes, dreams, and concrete plans for the next step in their careers.”

A second cohort of 25 Senior Leadership Academy participants was selected this spring. They began the program this summer and will meet as a group at the November 2011 Institute for Chief Academic and Chief Advancement Officers in St. Petersburg, Florida.
CIC Announces Recipients of 2011 American Graduate Fellowships

The recipients of the 2011 American Graduate Fellowships are Melissa Pankake of Annville, Pennsylvania, who graduated first in her class from Ursinus College (PA) with a BA in medieval and Renaissance studies, and Natasha Roule of McLean, Virginia, who graduated from Wellesley College (MA) with a BA in English and classics. Both of these Fellows graduated in May and will receive awards of up to $50,000 for a year of graduate study, renewable for a second year. Pankake will pursue a PhD in English with a medieval concentration at Princeton University (NJ). Roule will attend Harvard University to pursue a PhD in musicology.

The American Graduate Fellowships (AGF) program, now in its fifth year, is designed to promote and support advanced study in the humanities by talented graduates of small and mid-sized private liberal arts colleges and universities. The Fellowships may be used to support doctoral study at any of 23 leading private research institutions in the U.S., Great Britain, and Ireland. The eligible fields of graduate study include history, philosophy, literature and languages, and fine arts.

A generation ago, small liberal arts colleges prepared a disproportionate share of the country’s professional scholars and scientists. In recent years, however, graduate students in the humanities have been drawn increasingly from large research institutions and state universities. Data from a CIC analysis of the Survey of Earned Doctorates show that in 1980, 28.2 percent of new PhD recipients in the humanities were alumni of independent American colleges and universities that emphasize baccalaureate and master’s level education. That share decreased to 22.9 percent in 2003, and in 2009, only 21.4 percent of PhD recipients in the humanities were graduates of such institutions.

In addition, the American Historical Association stated in a 2005 report, “After decades of lowering the barriers of class and privilege, the ranks of new history PhDs are growing less diverse and more likely to draw from a narrow range of elite institutions…. [Only] a small number of private liberal arts colleges played a critical part in feeding undergraduates into the pipeline of future history PhDs.”

The American Graduate Fellowships support the graduate education of a few stellar graduates of small colleges and also advance two larger purposes: encouraging the best students at small and mid-sized independent colleges to apply for PhD work in the humanities at top-tier private research institutions and raising awareness at leading graduate schools that small colleges are a rich source of future doctoral students. The Fellowships, funded by a generous grant from the Wichita Falls Area Community Foundation in Wichita Falls, Texas, draw attention to the best graduates of small liberal arts colleges who possess the education and ability to excel in the doctoral programs that train tomorrow’s leading scholars. Foundation president Teresa Pontius explained, “The Wichita Falls Area Community Foundation continues to be supportive of the important work being accomplished by these distinguished recipients. The small part we play in helping shape lives is very rewarding.”

Melissa Pankake of Ursinus College (PA) graduated with a BA in medieval and renaissance studies and minor in music. She says she fell in love with Middle English literature while studying at the University of St. Andrews in Scotland in 2009. Since then, she broadened her interest in medieval literature and produced a Distinguished Honors thesis on the subject of authorship and identity in the 15th-century epic tale Morte D’Arthur. Pankake was inducted into Phi Beta Kappa as a junior, served as president of the college chapel, and is interested in the study of oral tradition, print culture, and theology and religion.

Natasha Roule is a viola da gambist at Wellesley College, where she served as assistant director of the college’s early music ensemble and conducted lecture-demonstrations on early music. She has devoted extensive time to the study of Old French and Medieval Latin and has published an article on St. Caterina de Vegri in the Monastic Matrix online academic archive. Roule was named a Trustee Scholar of Wellesley. The renowned viola da gambist Laura Jeppesen has described Roule as a student whose “intellectual pursuits cross disciplines in a rich mixture. She has already earned respect for the quality of her work as musician, (continued on page 22)
Two new projects will further enhance CIC’s efforts to assist member institutions to strengthen educational quality—the Degree Qualifications Profile Consortium funded by the Lumina Foundation for Education and Engaging Evidence: Programs for Improving Student Learning, funded by the Teagle Foundation.

**Degree Qualifications Profile Consortium.** CIC launched the Degree Qualifications Profile Consortium with an invitation for applications sent to member colleges and universities in August. Approximately 25 member institutions will be selected this fall to explore the applicability and usefulness of degree frameworks at independent colleges over the next two years. The project is funded with a $425,000 grant from the Lumina Foundation for Education.

In announcing the initiative, CIC President Richard Ekman said “CIC has long been a strong advocate of institutional autonomy and a proponent of voluntary efforts to improve the quality of student learning. Consistent with this position and with its encouragement of evidence-based decision making and curricular reform, CIC has agreed to test the Lumina Foundation’s concept of ‘Degree Qualifications Profile’ to determine its applicability in the independent liberal arts-oriented college context.”

The Degree Qualifications Profile (DQP) attempts to define what students should learn, understand, and know at each degree level and provides a way for institutions to demonstrate the quality of their academic programs by using their own measures of student learning outcomes without the intrusion of state or federally mandated standards.

Institutions will be selected based on the merits of their project proposals and will reflect the diversity of independent higher education. The work of the CIC/DQP Consortium will begin late in 2011, with the first meeting to be held in March 2012. There will be two other meetings of the Consortium and the project will conclude with the publication of the results at the end of 2013. An important aspect of the CIC/DQP Consortium will be the opportunity to collaborate with other institutional participants. Expert consultants will also guide the institutions through webinars, phone conferences, and campus visits.

Detailed information, including the benefits of participation, specific expectations of selected institutions, and application procedures are posted on the CIC website at [www.cic.edu/projects_services/degree_qualifications_profile.asp](http://www.cic.edu/projects_services/degree_qualifications_profile.asp). The deadline for submitting applications to CIC is October 1, 2011.

The ultimate goals of the Lumina-funded CIC initiative are to improve the quality of undergraduate education and increase degree completion rates at private colleges and universities. The measurable objective of the pilot project is for all 25 institutions to have made a good faith effort to apply degree qualification frameworks to the ways they describe degree requirements and, possibly, to a significant curriculum revision. Two other groups of colleges and universities will test and refine the degree profile approach in a variety of settings, with a variety of purposes, and observe the effects: the Western Association of Schools and Colleges and the Higher Learning Commission of the North Central Association of Colleges and Schools.

Terry Grimes, recently retired provost of Barton College (NC) and a leader in assessment of student learning outcomes, has been appointed the senior advisor for this project.

**Engaging Evidence: Programs for Improving Student Learning.** The Teagle Foundation has awarded CIC two grants focused on improving undergraduate student learning. The first grant for $220,000 will support “Engaging Evidence: Programs for Improving Student Learning,” a new, two-year project that will bring together 40 colleges and universities to make better use of student learning outcomes results to effect positive change in what students learn, faculty instruction, and curricular design. Mary Ann Coughlin, assistant vice president for academic affairs at Springfield College (MA), has been appointed senior advisor for the project. A formal announcement of the Engaging Evidence project, including application materials, will be distributed in October.

A second $10,000 Teagle grant will support “Presidential Leadership for Student Learning in Independent Colleges and Universities,” a one-time workshop to be held at the 2012 Presidents Institute for approximately 60 college and university presidents. The purpose of the workshop is to inspire presidents to assume greater leadership for the improvement of student learning and to learn from each other how this improvement can best be accomplished.

(American Graduate Fellowships, continued from page 21)

linguist, writer, and historian.” As a student of musicology, Roule is interested in rhetoric in medieval music and medieval performance practice.

The 2011–2012 American Graduate Fellowship competition received applications from 38 students at 23 different institutions across the nation. In addition to the two winners, the panel of distinguished humanities scholars who reviewed the applications chose seven individuals who were also extremely deserving of commendation (see box, page 21).
Two Davies-Jackson Scholarships Awarded for 2011

The recipients of the 2011 Davies-Jackson Scholarships for study at St. John’s College of Cambridge University in England are Deanie Vallone, who graduated this spring from Cardinal Stritch University (WI) and will study English in the two-year BA program, and Stephen Worden from DePauw University (IN), who will study politics as a one-year MPhil candidate.

Established in 1990 by an anonymous benefactor, the scholarship commemorates two Cambridge University faculty members who provided opportunities for the donor when he was a young man. In the words of the anonymous donor: “The Davies-Jackson Scholarship is a gift from Hugh Sykes Davies, who took a chance on a city kid from an unknown college, and from Meredith Jackson, who took him to sea, and from the college, which gave him the tuition that he could not pay. Before graduating, I promised Hugh Sykes Davies that if ever came the time when I could put back something of the gift he and Jackson and the college had given me, I would.” Since 1990, 19 scholarships have been awarded. Students with exceptional academic records who will be the first in their families to graduate from college may apply for the scholarship, which provides for tuition and living and travel expenses. Applications are accepted in the fall from seniors enrolled in one of nearly 500 eligible colleges and universities that share characteristics of the donor’s own undergraduate institution. Information about the scholarship, including a list of currently eligible institutions, is available at www.cic.edu/projects_services/grants/daviesjackson/index.asp. Updated application materials for the 2012 scholarship award will be available in September.

NetVUE Momentum Continues to Grow

CIC’s Network for Vocation in Undergraduate Education (NetVUE) now has 153 member colleges and universities and continues to receive membership inquiries from across the nation. Established in 2009 through a generous grant from Lilly Endowment Inc., NetVUE is a multi-campus partnership that fosters the intellectual and theological exploration of vocation among undergraduate students at member institutions. Independent colleges and universities are invited to join NetVUE at any time.

As the new academic year begins, NetVUE is expanding its programs and services. During the 2011–2012 academic year faculty members and other campus leaders can develop program offerings and gain deeper understanding about vocational exploration through regional and topical gatherings, campus consultations, a new campus-to-campus partnership that will be launched in fall 2011, use of an online resource library, and other opportunities to network with colleagues at NetVUE member institutions.

Building on the momentum of the first biennial NetVUE national conference in March 2011, a number of regional and topical gatherings will be organized and led by NetVUE member campuses in 2011–2012. To date, five gatherings are planned:

- October 6, 2011, Calvin College (MI), Classrooms, Curricula, and Contexts: Vocation, Higher Education, and the Formation of Religious and Moral Identities;
- October 27, 2011, Baylor University (TX), Educating for Wisdom and Vocation: Christian Resources for the Contemporary Academy;
- March 23–24, 2012, Monmouth College (IL), Loaves and Fishes: Creating Opportunities for Theological Exploration of Vocation in Our Campus Contexts;
- March 30, 2012, Seton Hall University (NJ), The Origins and Goals of the Scientific Vocation; and
- April 12–13, 2012, LaGrange College (GA), Inspiring the Soul: A Call to Live with Integrity and Moral Courage.

NetVUE continues to offer consultations to member institutions by funding a NetVUE campus consultant for on-campus reviews of vocational exploration programs. NetVUE consultants have addressed such issues as how to develop programming for sophomores, connecting vocational exploration to service learning, integrating the exploration of vocation into the curriculum, and more effectively coordinating campus vocational planning.

More information about NetVUE regional events, the new campus-to-campus partnership program, campus consultations, online resources, and information about joining NetVUE, is available at www.cic.edu/NetVUE.
Rhodes College (TN) acquired an extensive collection of memorabilia from the late Civil War historian and author Shelby Foote in the spring. Laila Adams Eckles ’71 and Bob Johnson, Rhodes’ vice president for student and information services, view materials from the collection.

Civil War Sesquicentennial Commemorative Activities

The 150th anniversary of the beginning of the Civil War in April 1861 was commemorated on CIC campuses across the country in April in a variety of ways. To celebrate the inauguration of R. Owen Williams as Transylvania University’s (KY) 25th president, a symposium was held on “The Civil War and Reconstruction in the Border States: History and Memory at the Sesquicentennial,” the topic of Williams’ own scholarly work. Allegheny College (PA) posted on its website the first of a series of letters written by Union soldier and Allegheny alumnus James D. Chadwick beginning in 1861, the year he enlisted as a senior in college. Each of Chadwick’s letters will be posted 150 years from the date of the original letter. Chadwick was a member of the Allegheny College Volunteer Company, which was one of the most seasoned companies in the Army of the Potomac and suffered the loss of more than half of its student soldiers. The letters can be found at http://sites.allegeny.edu/civilwarletters/.

Westminster College (MO) hosted a panel discussion that examined the Civil War from two perspectives—that of the pro-Southern Missouri State Guard soldiers who marched off to war soon after Fort Sumter and that of the Callaway County slaves who earned their freedom by enlisting as Union soldiers. Eureka College (IL) held a two-day event that featured a ceremony memorializing members of Company G of the 17th Illinois Infantry and a living history encampment that included Eureka College students and faculty members who gathered at the “Recruiting Elm” on campus to sign up for military service. A performance by the Central Illinois Civil War Dance Society, a Civil War exhibit in the library, and living history presentations by Eureka College history and theater students were also part of the commemorative activities.

Beginning this fall, Hartwick College (NY) will present a symposium on “Diverse Voices and Faces of the Civil War.” The symposium will take place September 2011 through April 2012 with exhibits, presentations, trips, grave-site salutes to Civil War soldiers, and musical performances. During the symposium, Hartwick will host the United States Colored Troops Institute and American Society of Freedmen Descendants Mini-Conference in November. In addition, the college will commemorate the Oneonta, New York, area’s historic ties to the Underground Railroad with Oneonta’s first “Flight to Freedom Festival.”

New Special Collections

Rhodes College (TN) acquired a 2,350-volume book collection, personal papers and diaries, handwritten book drafts and maps, and memorabilia from the estate of famed novelist and Civil War historian Shelby Dade Foote Jr. (1916–2005). Many of the books from Foote’s personal library are rare, including signed first edition novels by William Faulkner, Eudora Welty, and Walker Percy. Foote’s personal papers as well as research notes, manuscripts, and hand-drawn maps associated with The Civil War: A Narrative will be invaluable to historians. Many of the materials in the collection will be digitized and made available for review online. Foote gave numerous lectures at and received an honorary degree from Rhodes College in 1982.

Connecticut College is in the process of archiving and organizing its new Beatrix Potter Collection. This archive was
International Activities

In May, American football crossed a new international border when the Drake University (IA) Bulldogs football team and the CONADEIPA All-Stars from Mexico met to play the first organized football game on African soil. Thanks to a second-half comeback, Drake won the Global Kilimanjaro Bowl 17–7 in front of nearly 12,000 Tanzanian spectators at the Sheik Amri Abedi Memorial Stadium. Players from both teams also spent four days working on community projects including: the construction of Kitaa Hope Orphanage for children orphaned as a result of HIV/AIDS; building a house for teachers at the Tema Secondary School; and running football clinics for local youth. The teams ended their journey with a climb to the summit of Mount Kilimanjaro. Several Drake players and president David Maxwell blogged about their experiences at www.drake.edu/kilimanjaro.

Four Trinity College (CT) students were awarded a $10,000 grant from the Kathryn Wasserman Davis 100 Projects for Peace Initiative to support their “Tanzanian Women’s Health” initiative, which includes the construction of a maternity ward and an HIV/AIDS education program at a village health clinic in Tanzania this summer. The students, Ibrahim Diallo, Rosalia Abreu, Sofia Melograno, and Madeleine Shukurani are members of the African Development Coalition (ADC), which was co-founded at Trinity by Diallo and Abreu. Each year, the student-led ADC selects a different African country to feature in its mission to raise awareness of contemporary African culture, politics, and economic issues on the Trinity campus and beyond. The students chose Tanzania because it has one of the highest rates of HIV/AIDS in Africa.

At the invitation of NightLight (an international organization addressing the complex issues surrounding human trafficking and prostitution) students in Eastern University’s (PA) master’s in urban studies program traveled to Bangkok, Thailand, in June. The graduate students worked at the NightLight International Center in the red light district of Bangkok where they constructed a creative prayer garden. NightLight's mission is to provide a program of holistic transformation for sexually exploited women and children, empowering them to live and work in their community.

In July, Benedictine University (IL) hosted a college and community forum featuring student leaders from the Middle East and North Africa who visited this country through the U.S. Department of State’s Middle East Partnership Initiative (MEPI) program, “Study at the United States Institutes for Student Leaders.” The students discussed the problems they face as young leaders in the changing Arab world. Through the program, students explore the principles of democracy and fundamental American values such as individual rights, freedom of expression, tolerance, and volunteerism.

With funding from the U.S. Department of State, World Learning, a global leader in international education, exchange, and development, has placed 39 international students for a semester or a year of undergraduate study in ten CIC member institutions during the 2011–2012 academic year as part of the Global Undergraduate exchange (Global UGRAd) program for East Asia and the Pacific and the Western Hemisphere. The institutions selected for participation this year include: Augustana College (SD), Austin College (TX), Chatham University (PA), Endicott College (MA), Juniata College (PA), Maryville College (TN), Nazareth College (NY), North Central College (IL), University of Evansville (IN), and Utica College (NY).

Creating Partnerships

Chowan University (NC) faculty members partnered with mathematics teachers from Hertford, Bertie, and Northampton County Schools for a professional development project offered by NC Quest entitled “Improving Achievement in Mathematics.” The project offers school-based professional development for
mathematics teachers in grades 6–12. The goal is to enhance teachers’ sense of professionalism and to incorporate them into the statewide network of mathematics educators at all levels.

Beginning in fall 2011 Trine University (IN) will partner with Grace College and Seminary (IN) to offer several engineering degrees on the Grace campus. The agreement signed in the spring will allow Grace students the opportunity to reap the benefits of both a Grace education as well as specialized, on-campus training in engineering through Trine University. Trine will offer several engineering degree programs on the Grace campus, including a bachelor of engineering with concentrations in mechanical, civil, and biomedical engineering; a bachelor of science in engineering technology; a master of science in leadership; and an online master’s degree in engineering.

Announcing New Majors and Programs

Several CIC institutions recently announced approval of their first doctoral degree programs. William Woods University (MO) will offer a doctorate in educational leadership designed for educational leaders in public, private, and higher education. New England College (NH) also recently launched a doctor of education degree program featuring concentrations in K-12 leadership and higher education administration. The program is structured around a three-year course of study and a series of low-residency learning experiences on campus that allows students to integrate learning with their work while they continue to build their careers. Alaska Pacific University will launch its first doctoral program this fall. The doctor of psychology in counseling psychology will provide a new opportunity in Alaska for current master’s level students in counseling psychology, human services, and other fields to pursue and earn a doctorate.

Until now students desiring a doctorate have been forced to seek it out of state or through online programs. Mount Mary College (WI) has expanded its art therapy program to include a professional doctorate degree, the college’s first as well as the first of its kind in the U.S. The program is intended as a natural extension of the master’s program and is designed to transform the profession by integrating the artistic, scientific, and social activist elements of art therapy.

Capitol College (MD) will launch a master’s degree in astronautical engineering in the fall that is designed to enhance the careers of engineers working in the aerospace industry and for those with BS degrees in science or engineering who seek work in the aerospace industry. The coursework is designed to prepare graduates for the rigors of employment at nearby government agencies and engineering companies, including NASA’s Goddard Space Flight Center and the National Oceanic and Atmospheric Association. Viterbo University (WI) will offer a master of science degree in mental health counseling this fall. Students will select an area for emphasis such as advanced training in addiction counseling, integrative health counseling, or child and adolescence counseling. Lourdes University (OH) recently announced the launch of a master of business administration (MBA) program also beginning this fall. The MBA at Lourdes is a full-time degree program that can be completed in one year. Students will participate in two immersion experiences (similar to a co-op or residency) as part of the coursework. Endicott College (MA) announced that the school of communication this fall will offer a major in internet studies, one of the first available in the country. Students earning a bachelor of science in internet studies will learn the ways in which the internet and computer-mediated communications have transformed the way we live. Messiah College (PA) recently launched a master in higher education degree with
specialized tracks in college athletics management, institutional advancement, and student affairs. Aurora University (IL) will introduce a master of science in criminal justice this fall. It is primarily designed for adult learners already employed in the field.

Beginning this fall, Brescia University (KY) will offer a bachelor of science degree in interdisciplinary early childhood education. Students will be certified to work with children from birth through kindergarten, including children with disabilities. The program combines elements of general education, special education, psychology, social work, and speech pathology.

New and Recently Renovated Facilities

Arcadia University (PA) opened a new campus in King of Prussia (PA) to expand access to its business and education programs for adult learners and professionals seeking to take classes at night around a full-time job or family commitments. The business and education programs at the new campus will focus on teacher education for children with special needs. St. Bonaventure University (NY) opened its Center for Student Wellness in June. The center integrates health services and the counseling center. Students now benefit from immediate referrals for physical and mental health issues in one centralized location. Anna Maria College (MA) opened its new St. Anne Hall residence in August. The 200-bed facility will provide upper-class students for the first time with on-campus, suite-style living.

Major Gifts and Campaign Success

Mount Vernon Nazarene University (OH) recently announced that it has received a $10 million anonymous commitment, the largest in the university's history. The historic gift will not only support the next phase of the university's campus master plan with the addition of new and enhanced facilities, but it will serve to propel the institution’s mission and vision forward in innovative ways as identified in the university’s strategic plan.

Saint Mary's College (IN) has received the largest single private gift in the college's 167-year history. Philanthropists MaryAnn and Clayton Mathile, parents of Saint Mary's alumna Jennifer Mathile Prikkel '95, donated $9 million for the renovation of Science Hall, which houses the departments of biology, chemistry, and physics. In addition, Prikkel, a member of Saint Mary's College board of trustees, has donated $1 million to the project for a combined gift of $10 million. Science Hall will be modernized to create new learning and study spaces that encourage students to collaborate with their peers. Additionally Saint Mary's College announced a gift of $4.7 million from the trust of Marjorie A. Neuhoff ’61, which will establish endowments for a chair in nursing, a need-based scholarship, and the Summer Science Research Communities.

The University of Bridgeport (CT) recently received a five-year, $1.7 million grant from the U.S. Department of Education for its ongoing work to help low-income teenagers graduate from high school and enter college. The Educational Talent Search (ETS) is a federal campaign that provides academic and social support for disadvantaged students. The ETS program has been run by the University of Bridgeport in partnership with the city’s public schools since 1991 and serves roughly 800 middle and high school students each year. Though considered to be “at risk” for dropping out, 88 percent of students who graduate from the university’s ETS program attend college.

Milligan College (TN) announced that Forward Ever: The Campaign for Milligan College has surpassed its $25 million goal, raising $28 million for scholarship, community, and wellness initiatives at the college. Milligan launched the campaign in 2009 in preparation for the college’s 150th anniversary in 2016. These funds have provided 40 new scholarships at Milligan, many new and improved campus buildings and programs, new degree programs and majors, and the expansion of existing programs such as Milligan’s diversity, servant-leadership, campus ministry, and sustainability initiatives.

Changing Names

Peace College (NC) recently announced that it will be changing its name to William Peace University and will admit men to its undergraduate programs for the first time in its 154-year history beginning in 2012. Peace currently admits men to the William Peace School of Professional Studies for students pursuing degrees through evening and online courses. Pikeville College (KY) has officially changed its name to University of Pikeville and Western New England College (MA) is now Western New England University.
CIC NEWS

CIC in the News

CIC’s March 29 “Symposium on the Future of the Humanities” received broad press coverage. The Weekly Standard in its May 16 issue published a lengthy (and very positive) piece by Mark Bauerlein titled “Oh, the Humanities! They have seen the enemy, and it isn’t who you think.” The Chronicle of Higher Education published “Defenders of the Humanities Look for New Ways to Explain Their Value” (March 29) and Inside Higher Ed published “Humanities, For Sake Of Humanity” (March 30). Humanities Symposium speaker Robert Darnton published in The Chronicle an essay based on his address, “5 Myths About the ‘Information Age’” (April 17). And Phi Beta Kappa’s summer 2011 issue of The Key Reporter published the full text of remarks by Humanities Symposium speaker Stephen Knapp, president of The George Washington University.

Newsweek magazine in July published the third and final essay in a series by CIC that makes the case for independent colleges and universities. All three essays appeared in the special advertising feature of Newsweek titled “Excellence in Independent Higher Education.” This unique partnership enabled CIC to write essays drawing from data on CIC’s Making the Case website, and Newsweek offered CIC member colleges and universities the opportunity to advertise in conjunction with those messages. The three essays, “Private Colleges Provide Superior Education” (July 18 and double issue July 25–August 1, 2011), “Private Colleges Provide Access and Success for Diverse Students” (double issue December 20–27, 2010), and “Private Colleges Are Affordable” (October 18, 2010) are available on CIC’s Making the Case website at www.cic.edu/makingthecase/media_activity/index.asp. The CIC members that purchased ads that ran alongside the essays in Newsweek included Aquinas College (MI), Aurora University (IL), Bridgewater College (VA), College of Mount Saint Vincent (NY), College of New Rochelle (NY), Daemen College (NY), Dominican University (CA), Dordt College (IA), Emory & Henry College (VA), Fresno Pacific University (CA), Georgian Court University (NJ), Golden Gate University (CA), Jamestown College (ND), Linfield College (OR), Notre Dame de Namur University (CA), Park University (MO), St. Ambrose University (IA), Thomas Aquinas College (CA), Upper Iowa University, and Washington & Jefferson College (PA).

CIC PRESIDENTS IN ACTION AS “CHAMPIONS”

CIC thanks the 210 colleges and universities that sent to CIC a whopping 1,300 photos of CIC member presidents in action on their campuses. This spring CIC issued a request to all CIC PR directors requesting presidential photos to be used in the marketing materials for CIC’s 2012 Presidents Institute, which has as its theme, “Champions of the Liberal Arts: Presidential Leadership in Higher Education.” The photos are being used for marketing materials for the Institute, including postcards, brochures, the conference program, and website, and will form a slideshow montage at the Presidents Institute Awards Banquet.
An essay about CIC’s Historic Campus Architecture Project (HCAP) by Richard Ekman was published in the Journal of the Society of College and University Planning spring 2011 issue, “Planning for Higher Education.” The SCUP journal is disseminated to 5,000 national and international subscribers. In addition, University Business published an essay by Ekman for its Independent Outlook section, entitled “What’s Needed in Critiques of Higher Education?” (June 2011).

Ekman was quoted in a Chronicle of Higher Education story, “For-Profit Colleges Fare Well in Report’s Analysis of Costs to Students and Taxpayers (May 12) and an Inside Higher Ed story, “Leaving Firm Footing” (June 23).

CIC State Fund News

CIC and UPS Foundation Announce $1.45 Million in Scholarships—CIC and the UPS Foundation announced in July grants of nearly $1.45 million for scholarships for first-generation or low-income students attending private colleges and universities across the nation. The grants were provided by CIC to state associations for private colleges in 32 states. These State Fund Members of CIC will award UPS grants to more than 600 private colleges and universities, each of which will award one UPS Scholarship to a qualified student.

“Our partnership with CIC is just one important way UPS has been able to have a positive impact on local communities,” said Ken Sternad, president of the UPS Foundation. “Thousands of students will have the doors of opportunity opened to them by pursuing an education from our nation’s private colleges.”

The UPS Scholarships were funded by the $39 million CIC-FIHE Endowment, established in the 1970s by UPS at the Foundation for Independent Higher Education, which merged with CIC last year. Since its inception, the CIC-FIHE Endowment has generated over $48 million in scholarship support for more than 16,000 students at private colleges.

CIC Awards Scholarship Grants—In another initiative to help address the financial need of students from underserved populations, CIC has awarded $5,000 scholarship grants to 17 State Fund member colleges and universities.

Awarded competitively through a student nomination and application review process, the scholarships were provided through two programs, the Dorothea Waterbury Scholarships and the HSBC First Opportunity Partners Scholarships. The Dorothea Waterbury Scholarships, a named fund within the CIC-FIHE Endowment, are donor-designated for first-generation, minority, new American, or lower-income students attending CIC member colleges and universities in New England, where Ms. Waterbury lived. Students from Gordon College (MA) and Saint Anselm College (NH) will each receive $5,000 Dorothea Waterbury Scholarships for the coming year.

The HSBC First Opportunity Partners Scholarships were funded by a grant to the Foundation for Independent Higher Education from HSBC Bank to benefit students at member independent colleges and universities. These scholarships are also intended for first-generation, minority, new American, or lower-income students who live in the greater New York or Los Angeles areas, the key American business centers for HSBC.

The students selected to receive $5,000 HSBC Scholarships for the coming year are enrolled at Allegheny College (PA); Caldwell College (NJ); Cedar Crest College (PA); College of Saint Elizabeth (NJ); Drew University (NJ); Felician College (NJ); George Fox University (OR); Georgian Court University (NJ); Hollins University (VA); Lynn University (FL); Monmouth University (NJ); Saint Peter’s College (NJ); Seattle Pacific University (WA); Susquehanna University (PA); and University of Puget Sound (WA).

National Venture Fund Grants to Support Colleges in Five States—Independent colleges in Illinois, Missouri, Ohio, Tennessee, and Pennsylvania have been awarded CIC-FIHE National Venture Fund (NVF) grants that will support collaborative programs to benefit CIC member colleges and their students.

The NVF grants, totaling $114,000, were distributed through their respective State Fund organization and matched with funds to be raised by each state consortium. Initiatives funded include:

- **Associated Colleges of Illinois** for a basic skills “boot camp” to increase skills in mathematics, reading, and language arts for students from underserved populations;
- **Missouri Colleges Fund** to establish an academic research and career mentorship program for students in the sciences at all 16 of its member institutions;
- **Ohio Foundation of Independent Colleges** to expand its “Bridges” initiative that provides college readiness programs for underserved students in northeast Ohio’s urban high schools;
- **Association of Independent Colleges and Universities of Pennsylvania** for an initiative to institutionalize undergraduate research at eight member private colleges;
- **Tennessee Independent Colleges and Universities Association** for a program that will promote the health and safety of entering first-year students by targeting substance abuse and other behavioral risk factors.

The CIC-FIHE National Venture Fund Grant program was developed to support initiatives coordinated by a State Fund office but involving multiple colleges and universities in a collaborative approach to an important issue facing independent institutions. The grants are funded in part by the $39 million CIC-FIHE Endowment.
CIC NEWS

Staff News and Notes

A new conference coordinator, Joy Jump, joined CIC on May 23. She comes to CIC from the Irrigation Association in Washington, DC, where she served as the meetings manager for two years. Previously, Jump was the program manager for events at the Association of Children’s Museums. Jump graduated in 1996 from the University of Illinois, Urbana-Champaign with a B.S. in forestry, natural resources, and environmental science. Jump replaces Veronica Relph, who left CIC to pursue a culinary career.

Harold V. Hartley III, senior vice president, is featured in an Association for Institutional Research video, “IPEDS Training Module,” which describes CIC’s use of IPEDS data in the KIT and FIT benchmarking reports. He co-led a session on “Making the Case for Our Colleges: National and State Solutions” in May at the FIHE Annual Conference and taught “Financial Benchmarking” in June at the annual Higher Education Management Institute at Vanderbilt University’s Peabody College. Hartley also represented CIC in August at the President’s Interfaith and Community Service Campus Challenge, sponsored by the White House Office of Faith-Based and Neighborhood Partnerships.

Six staff members celebrated their tenth anniversaries at CIC this past academic year. CIC President Richard Ekman marked his tenth anniversary in August 2010. And in April 2011, five staff members received awards in recognition of their ten years of service to CIC.

(retrieve the rest of the text from page 3)

and the Higher Learning Commission of the North Central Association of Colleges and Schools.) CIC plans to select 25 institutions that are currently engaged in campus projects that could be enhanced by the DQP—such as a review of degree requirements, general education reform, or aligning educational outcomes across academic departments—in order to establish a shared view of which cognitive skills and knowledge a bachelor’s degree ought to represent—across fields, types of institutions, and state and national boundaries. CIC had been a vocal critic of an earlier version of the Degree Qualifications Profile because it too closely resembled the European Union’s Bologna Process, so it is especially meaningful that the Lumina Foundation has asked CIC to help test the DQP. The openness of the Foundation to consider the views of private colleges is especially appreciated because our colleges are usually emphatic in their opposition to anything that could erode the principle of institutional autonomy.

From CIC’s perspective, this sequence of projects on closely related topics reflects the natural evolution that many colleges and universities have themselves followed on these issues. At the same time, the sequence represents an effort to provide foci for those faculty and staff members who feel they are being drenched by a cloudburst of assessment projects. Admittedly, “assessment fatigue” is a real danger as both the mandatory and voluntary prescriptions are compounded. Those emanating from accreditors are impossible to ignore, while others may offer more practical help in carrying out changes that originate within the institution. CIC’s goal is to foster those programs and services that are most useful to campuses, a stance that has sometimes caused us to resist the calls of assessment experts who always seem to want a more thorough and more complicated research design. CIC is not opposed to better research, but we are highly sensitive to the concern of small colleges that any assessment regime be affordable and capable of indefinite continuation by relying on existing staff and financial resources. Sometimes—to reverse a truism of educational quality—“excellent” can be the enemy of “good.”

When this latest series of CIC projects is completed—sometime late in 2013—CIC will have been focused on these related topics for 12 years. Opportunities for nearly 200 institutions will have been created, with several foundations’ support, to participate in one or more of these projects. The willingness of independent colleges and universities to be on the leading edge of these activities, which are all voluntary, continues to be a source of pride and a distinctive contribution to addressing national priorities in higher education.

(l-r) Sheila Cooper, office manager (June 2001); Keith Wallace, director of administration (April 2001); Laura Wilcox, vice president for communications (December 2000); Stephen Gibson, director of programs (March 2001); and Leslie Rogers, conference manager (June 2001)
STAFF SPOTLIGHT—People Who Make CIC Work

Christopher Dodds joined CIC as Manager of State Fund Programs through the merger with the Foundation for Independent Higher Education (FIHE) in October 2010. His responsibilities include maintaining the FIHE/CIC web presence, coordinating State Fund Member surveys, producing and analyzing benchmarking reports, and providing support to various grant and scholarship programs.

Dodds previously held research positions for several policy and research organizations, including the Commonwealth Foundation, Americans for Tax Reform, and the U.S. Army War College. His op-eds on education funding, prevailing wages, and tax issues have appeared in the Philadelphia Inquirer in addition to several blogs and regional newspapers.

Dodds is a magna cum laude graduate of Messiah College (PA) and, upon completing his degree, moved to China where he studied economics at Xiamen University and taught English as a foreign language. He is currently pursuing a master’s degree in applied economics from Johns Hopkins University.

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One Dupont Circle, NW, Suite 320
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Richard Ekman, President rekm@cic.nche.edu
Laura Wilcox, Editor lwilcox@cic.nche.edu
August Adams, Assistant Editor aadams@cic.nche.edu
Lilia LaGesse, Layout/Production llagesse@cic.nche.edu

There are several ways to reach CIC. Let us hear from you.

Phone: (202) 466-7230
Fax: (202) 466-7238
Email: cic@cic.nche.edu

Website
CIC’s website—www.cic.edu—is a rich resource of information. Visit the site for news about CIC conferences and programs, to download CIC publications, and for links to CIC member colleges and universities.

Listservs
Through listservs, CIC links a national network of people who lead and staff private colleges and universities. The service is free, and the listservs are reserved exclusively for CIC member institutions.

To join the discussion groups, send your request for a specific list via email to cic@cic.nche.edu. Make sure to include your name, title, and institution. If your request is approved, your name will be added to the appropriate listserv. You will receive an email confirmation.

PRESIDENTS (cicipres-list@cic.edu): Open only to current presidents of CIC member institutions.

CHIEF ACADEMIC OFFICERS (cicdean-list@cic.edu): Open to chief academic officers, provosts, and those with similar rank at CIC member institutions.

STUDENT AFFAIRS (cicstuaff-list@cic.edu): Open to student affairs officers and staff at CIC member institutions.

PUBLIC RELATIONS (cicpublicrelations@cic.edu): Open to public relations officers and staff at CIC member institutions.

ADVANCEMENT (cicadvance-list@cic.edu): Open to advancement officers and staff at CIC member institutions.

FINANCE (cicfinance-list@cic.edu): Open to business and financial officers at CIC member institutions.

SPOUSES (cicspouse-list@cic.edu): Open to spouses of current presidents of CIC member institutions.

TECHNOLOGY (cicnet-list@cic.edu): Open to those at CIC campuses interested in discussing issues of information technology.

DEPARTMENT CHAIRS (cicchair-list@cic.edu): Open to department and division chairs of CIC member institutions.

DATA (cicdata-list@cic.edu): Open to those at CIC member institutions interested in discussing issues of data and institutional research.

THE BOARD OF DIRECTORS AND STAFF OF CIC WELCOME THE FOLLOWING NEW MEMBERS SINCE SPRING 2011:

New Institutional Members
American Jewish University, CA
Beacon College, FL
Sierra Nevada College, NV
William Jessup University, CA
Hood College, MD
University of La Verne, CA

New Affiliate Members
Fielding Graduate University, CA
National Student Clearinghouse, VA

New Associate Members
Lincoln College, IL
Landmark College, IL
## 2011–2012 Calendar of Events

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<td>Senior Leadership Academy</td>
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<td>Institute for Chief Academic Officers and Chief Advancement Officers</td>
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<td>January 3–4, 2012</td>
<td>New Presidents Program</td>
<td>Marco Island, FL</td>
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<tr>
<td>January 4–7, 2012</td>
<td>Presidents Institute</td>
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<td>February 26–28, 2012</td>
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<td>March 8–10, 2012</td>
<td>Degree Qualifications Profile Consortium Meeting</td>
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<td>March 22–24, 2012</td>
<td>Information Fluency Workshop (Ancient Studies)</td>
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<td>April 12–14, 2012</td>
<td>Workshop for Department and Division Chairs</td>
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<td>State Fund Members Annual Conference</td>
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<tr>
<td>May 22–24, 2012</td>
<td>Workshop for Department and Division Chairs</td>
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<tr>
<td>June 5–7, 2012</td>
<td>Workshop for Department and Division Chairs</td>
<td>Portland, OR</td>
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<td>June 27–29, 2012</td>
<td>College Media Conference</td>
<td>Washington, DC</td>
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